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TOWARD MUTUAL UNDERSTANDING



The Story of UNESCO

The United Nations Educational, Scientific
and Cultural Organization

This pamphlet tells the story of UNESCO. It includes a brief historical account by GEORGE D. STODDARD and passages from certain documents published by the U. S. Department of State, including the Preamble of the Constitution of UNESCO, supplemented by a discussion outline and selected references.



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Do you agree that

. . . if peace is not to fail, it must be founded upon the intellectual and moral solidarity of mankind?

. . . if international security is to be attained, we must act now to build understanding and good will among nations?

. . . the program proposed by UNESCO may well be our greatest single instrument for removing the fears and suspicions among nations from which wars are bred in the minds of men?

If so, . . .

it is of greatest importance that we, the citizens, understand what UNESCO seeks to accomplish, seek to assay the strengths and weaknesses of the UNESCO idea, and watch our Congress to satisfy ourselves that the U. S. is meeting its share of the obligations which this program imposes upon us.

The following pages introduce us to "The Story of UNESCO."

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Why UNESCO?

Prefatory Quotes

“If suspicion and fear as between peoples of the world have become immediate and present dangers, it follows that international trust and confidence are no longer ideal goals to be realized in some utopian future, but present and urgent and inescapable necessities to be realized at once and by every available means . . .”

The London Conference to establish UNESCO “accepted as the basic principle of its work the not unrevolutionary conception that it is possible for mankind, by the use of instruments at present available, to promote throughout the world the climate of mutual understanding and mutual trust in which, and in which alone, the survival of civilization would now seem to be possible.”

“The over-all purpose of the new Organization is stated in its First Article [of the Constitution] to be: ‘to contribute to peace and security by promoting collaboration among the nations through education, science and culture . . .’ The functions through which this purpose is to be realized are three: first, the advancement of the mutual knowledge and understanding of peoples through all the media of mass communication — notably the press, the radio, and the motion pictures; second, the encouragement of popular education by collaboration with the member states in their educational activities; and, third, cooperation with the member states in the preservation of the world’s inheritance of materials of knowledge and in the promotion of the increase and diffusion of knowledge in all branches of intellectual activity.”

Archibald MacLeish, in his letter of transmittal presenting the Report to the Secretary of State from the Chairman of the United States Delegation. Quoted from the pamphlet, “The Defenses of Peace, Documents Relating to UNESCO, Part I,” Department of State, Conference Series 80, Publication 2457, Washington, 1946: pp. 4 and 5.

Preamble
to the
CONSTITUTION*
of the
United Nations Educational, Scientific and
Cultural Organization

THE GOVERNMENTS OF THE STATES PARTIES
TO THIS CONSTITUTION ON BEHALF OF
THEIR PEOPLES DECLARE

that since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed;

that ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;

that the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races;

*The full text of the Constitution will be found in "The Defenses of Peace" (Documents Relating to UNESCO), Part 1; published by the Department of State and sold by the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., Price 10 cents. Conference Series 80, Publication No. 2457, 1946.

that the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfill in a spirit of mutual assistance and concern;

that a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

FOR THESE REASONS,

the States parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives;

IN CONSEQUENCE WHEREOF

they do hereby create the United Nations Educational, Scientific and Cultural Organization for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims.

George D. Stoddard, President of the University of Illinois, was one of the seven official delegates from the United States to the Conference in London for the establishment of the United Nations Educational, Scientific and Cultural Organization. This conference was held in November, 1945. He was also a delegate to the Paris Conference, November 19 – December 10, 1946. As a member of the Unitarian Commission on World Order, Dr. Stoddard graciously gave his consent to the inclusion of the report which follows in this pamphlet. Our thanks are also extended to Dr. R. H. Eckelberry, Editor of *The Journal of Higher Education*, for his permission to reprint this report from the March 1947 issue of the *Journal*.

THE UNITARIAN COMMISSION ON WORLD ORDER

*Report on the Program of UNESCO**

GEORGE D. STODDARD

President of the University of Illinois

AT PARIS on December 8, 1946, Mr. Archibald MacLeish, Vice-Chairman of the United States delegation, presented, on behalf of the Program Commission, a complete report which was adopted by the General Conference with minor revisions. In this way there came into existence the first formal program of enquiry, public service and development under the auspices of the United Nations Educational, Scientific and Cultural Organization. The execution of these proposals now wait upon the approval of the modest budget of UNESCO — about \$7,000,000 for the coming year.†

The history of many of the projects approved in Paris can be traced by reference to a booklet issued by the Preparatory Commission, entitled "Report on the Programme." Under the leadership of Julian Huxley, who now becomes Director-General, this Commission identified and recommended numerous proposals. Through Doctor Huxley (19, Avenue Kleber, Paris) or the recently appointed Deputy Director-General, Mr. Walter C. Laves, readers should be able to obtain all UNESCO documents. Also Mr. Charles Thomson of the State Department, as a member of the United States delegation and as Secretary of the United States National Commission, is in an excellent position to render liaison services.

The Purposes of UNESCO

During the past year of preparation the purposes for which UNESCO was founded have come to seem even more vital than they appeared to those who, in a memorable preamble to the Constitution, proclaimed that the defenses of peace must be constructed, if they are to be constructed at all, in the minds of men. The people of the world are still suffering. Dissension is a mark of the times. We need to find out, and find out soon, *how* wars begin in men's minds. We need to put our newly found knowledge to work in erecting defenses of peace that are understandable and practicable.

Hence it is crucial that the program be not developed in a segmental or temporary fashion. In the large it will contribute to freedom and to learning; it will contribute to an understanding of human relations and of the social structures which express the shared purposes of mankind. As part of this interchange among peoples, the more fortunate will help others to obtain books, teaching materials, tools, and other means of scientific and cultural development.

*This article is reproduced by special permission from *The Journal of Higher Education*, March, 1947, Volume XVIII, pp. 115 — 123.

†The General Council appropriated \$6,950,000 in December, 1946.

Above all, the spirit of UNESCO looks to the future, envisaging for children and youth a better start in a better world.

The Development of the Program at the Paris Conference

The Program Commission of the General Conference considered the plan of action submitted to it by the Preparatory Commission, which was established in November 1945. Additional proposals were submitted by the delegates from Member States in attendance at this first meeting of the General Conference.

The proposals of the Preparatory Commission were grouped under the following six heads: education; libraries and museums; mass communication; natural sciences; human sciences; and the creative arts. All proposals were analyzed and reviewed by six sub-commissions of the Program Commission.

The Program Commission recognized that UNESCO may start its work on a relatively small scale. It should undertake with dispatch certain projects that will contribute to its central purpose. At the same time it must lay a secure foundation on which an expanding structure of international cooperation may be erected.

I. Highlights of the Program

Education

While the field of education is vast and the need of children, youth and adults for learning never ceases, the sub-commission on education selected only eight proposals to which it gave the rating *most urgent*. Of these, several are urgent in the sense that to be of maximum effectiveness they must be undertaken at once — e.g., the appointment of a committee on health education to work with similar countries in the United Nations and its various agencies. Likewise, a study of handicapped children in war devastated areas is something which, if it is to be done at all, must be done quickly.

There are three major projects that may be regarded as representative of the principal contribution of education to the program of UNESCO in the coming year.

The first is a study of education for international understanding at all school and college levels.

We have learned through experience that educational policy is a matter of international concern. Our best protection from the evil effects of education for aggression is to develop a constructive program for international understanding. This work will be done in the classrooms of the elementary, secondary and higher institutions through the contributions of teachers. To get this study underway the Secretariat is to invite a panel of experts from the Member States who will act as consultants. From these studies, the most successful practices discovered will be made available for the improvement of instruction designed to influence, as directly as possible, the education of youth over the world.

A second major enterprise under the general heading of education is the development of a world-wide program in fundamental education. In the words of the Preparatory Commission, "the Charter of the United Nations points out that stability and well-being are necessary if peaceful and friendly relations among the nations are to be created. Such conditions imply advances in economic and living standards as well as the universal acceptance of fundamental human rights and freedoms — *the present educational inequality represents a danger to the peace of the world, which cannot become ONE if half of it remains illiterate.*

Such a program will involve in addition new forms of education, especially for adults, in health, agriculture and citizenship. The first step in this great project will be the appointment of a panel of experts most of whom would not be permanent members of the UNESCO Staff. On invitation, they will assist in the development of programs of formal education, making contacts with workers in the field. The central staff of UNESCO will assist in providing suitable reading materials, in the clarification of language difficulties and in the utilization of all forms of instruction — books, pictures, films and radio — which may serve the purposes of the program. Assistance will be sought in collateral fields, such as libraries and the social sciences. As the program advances, follow-up work will carry the new skills of reading and writing to a fuller implementation of every-day life and, further, to a familiarity with international problems.

A third major project proposed by the Education Subcommission consists of the improvement of teaching and teaching materials through a comprehensive revision of textbooks and related devices. Here the emphasis is on a positive contribution to teachers, supervisors, and curriculum makers who desire to enhance good feeling among neighboring countries. This project calls for a clearing house for the dissemination of information on the revision of textbooks, starting with the gathering together of a full set of the most commonly used textbooks in history, geography, and civics.

The revision of textbooks will extend from the individual teacher working in his own locality to the activities of national and international voluntary associations of scholars and professional workers and to bilateral and regional agreements which governments may formulate.

Finally, there is a provision whereby failure along the lines indicated above would lead to the responsibility on the part of UNESCO to report to the General Conference instances of textbook usage considered inimical to peace among nations. Neither censorship nor police power is involved, but only the duty to call to the attention of the members of UNESCO teaching situations which are contrary to the purpose of UNESCO and dangerous to amicable

relations among its Member States. This provision was bitterly debated in Paris but it was adopted by a substantial majority in the Education Subcommittee.

Libraries and Museums

In all countries people are hungry for information about what is happening and what people are thinking in other parts of the world. The war has limited the distribution of books and periodicals. Even in time of peace the channels of communication are inadequate. The Subcommittee on Libraries and Museums recommended two major attacks on this problem.

One objective is the removal of barriers. A committee has been set up to study the problems of copyright. It is hoped, too, that such unfortunate hurdles as tariffs, customs formalities, and high postal rates may be reduced.

Above all, an attack will be made on the censorship of materials that move across national lines.

Under this program, UNESCO will assist libraries and schools to obtain books, periodicals, works of art, and museum objects of all countries; it will attempt to match needs with the sources of supply by assembling bibliographies, catalogues and museum lists. In this way librarians, museum directors, scholars, scientists, and artists will know what exists in various parts of the world and how to find access to it. This will call for photographic reproduction and lending on a scale never before undertaken. It should lead to the development of an international loan service.

While such services have a special significance during this period of reconstruction following the war, it is believed that the demand is permanent.

A second major project is the promulgation of mass education through public libraries and public museums. Clearly, this program must be brought into a dynamic relation with the programs of fundamental education and of education for international understanding described above. People of all ages will respond to this type of education. UNESCO will supply information and stimulate and guide the work through educational leaders and labor organizations, as well as through the professional work of librarians and museum workers.

In cooperation with other fields, such as science and education, museum and library staffs will encourage an interchange of personnel and of students interested in such work.

Mass Communication

The printed page, whether in book, pamphlet, or newspaper, is still the greatest medium of communication, but to this must now be added new media potentially of equal force — namely, radio and motion picture. The Subcommittee on Mass Communication, recognizing the growing demand for these marvelous pro-

ducts of technology, recommended a comprehensive program consisting of three major sections.

The first proposal is the establishment of a world-wide network of radio broadcasting and reception. In the world of tomorrow this will enable leaders in education, science and culture to reach all peoples who can be moved by spoken language or visual image. This network will allow people with ideas to speak with a clear voice throughout the world. The project, as recommended, does not set up such a network; it initiates a fundamental study of the problems involved.

A second project calls for the development of a world map of communications. It attempts to answer the question, By what existing channels may an idea spread over the world? How many people are reached by such media as newspapers, periodicals, radio, and motion pictures? What inadequacies exist among these media, and to what extent has the war damaged the facilities which have previously been available? As answers are found, an attempt will be made to examine the ways in which existing inadequacies can be eliminated.

Finally, as the technology of these channels is developed, what restrictions, artificially imposed, will be found to handicap the flow of information? These media cannot be confined within national boundaries except by irrational devices that clearly interfere with the major purposes of UNESCO. It is held that a free flow of ideas will make for truth and help to free the world from ignorance, prejudice and the fear of other peoples.

Natural Sciences

Since the natural sciences comprise a vast field of human endeavor, it was regarded as crucial within this Subcommission to make a selection of projects that could be developed within the coming year.

In this respect, three programs are outstanding.

The first task is to do everything possible to meet the needs of devastated areas with respect to scientific and technological apparatus, equipment and publications. This will be accomplished by surveying actual needs and by stimulating the creation of agencies to collect and distribute needed supplies.

A second proposal is to give aid in the interchange of scientists of all grades. UNESCO will administer fellowship grants made available to it and will set up a limited number of fellowships from its own funds. UNESCO will stimulate, and to some extent subsidize, meetings of international scientific organizations. It will cooperate with international unions of scientific personnel. Traveling panels of scientists will be sent to various countries on invitation. Information will be supplied to cooperating agencies with regard to scientific facilities in various locations.

The research projects envisaged for UNESCO may be illustrated by a comprehensive study to be undertaken of tropical life and natural resources in the Amazon Basin. This will be undertaken in cooperation with the Brazilian Government. It is understood that, in view of the unique nature of this project, it will be started only with the approval of the Executive Board of UNESCO. In addition, other research will be undertaken on the nutritional problems of large populations, with special reference to India, China, Brazil and West Africa.

One of the special benefits of the scientific projects listed above will be the establishment of contact and communication among leading scientists and students from over the world. Countries may find in these developments not only encouragement to their own planning, but a great storehouse of scientific information. They will be able to turn to such projects for practical guidance and for the education of new leaders in the field involved.

Social Sciences, Philosophy and Humanistic Studies

The Subcommission on Social Sciences merged various projects designed to inquire into frustrations and aggressive attitudes which are barriers to peace. The resulting project is entitled a *Study of Tensions Conducive to War*. It will include studies of nationalism and internationalism, the pressure of populations, and the effect of technological progress upon the well being of peoples. It will call for a new type of cooperation among social scientists, anthropologists, geographers, and psychologists, and it will demand, as the work progresses, new methods of investigation and report. In such an elaborate undertaking, recourse will be had to the national commissions of Member States wherever possible.

With respect to nationalism and internationalism, the three main objectives will be:

- 1) To bring to light the distinctive character of the various national cultures and national ideals.
- 2) To help in stimulating the sympathy and respect of the nations for each other's ideals and aspirations and appreciation of national problems.
- 3) To study and recommend for action possible measures which can bring the nations into closer cooperation, while maintaining full respect for their cultures and ideals.

The study of population will be undertaken cooperatively with the United Nations Economic and Social Council which has set up a demographic commission. Among the factors which may be identified as forming a part of this problem are the excessive increase or decrease in populations, the effect of migration, tensions created among groups within nations or dependent areas and problems arising from certain customs, standards or political restrictions.

It is generally held that modern technological developments have had a tremendous impact upon social institutions. It is believed that within this framework there may be developing tensions, both national and international, that are thus far little understood. The Subcommittee, therefore, proposed a new attack upon this problem utilizing modern methods of survey and analysis.

Of general interest in the field of the social sciences is the proposal to study means by which there may be established centers in international relations. A comprehensive report on this question by Sir Alfred Zimmera was distributed at the Conference. This report could not be acted upon *in toto*, but certain preliminary studies have been recommended for the next meeting of the General Conference.* In the meantime, in the Subcommittee on Education, teachers' seminars were proposed, together with a comprehensive study of education for international understanding. Some of the work contemplated for the international studies center might well find a place in these recommendations from the Subcommittee on Education. Also, the Subcommittee on Social Sciences recommended the organization of three short-period courses on international questions, as an experimental measure.

The exchange of students, scholars, and leaders in labor and youth groups is also recommended by the various Commissions.

From this modest beginning we should be in a position, in the course of a year, to determine the main lines of action on a wide-scale basis.

One of the grave difficulties which UNESCO must face and solve is the problem of beliefs and philosophies. UNESCO must not be committed to any dogmatic position in any field or to a philosophy which would exclude the cooperation of other basic philosophies.

The philosophic problem of UNESCO is the problem of seeking grounds for understanding and agreement about international activities without converting the world to a single philosophy or religion. Such agreements, moreover, since they are concerned with the defense of peace and the promotion of freedom would, while permitting a multiplicity of philosophies, supply a standard by which to exclude the philosophies of Fascism and Nazism. This is a new and important problem for philosophy, directly pertinent to the peace of the world. It will be the subject of discussion in a conference of philosophers to be called in 1947.

The humanistic group has tied together its basic proposals into a major inquiry on the utilization of humanistic studies and education in building the peace.

The Subcommittee recommended that, in addition to adequate direction from the central office of UNESCO, volunteer workers should be called upon in such fields as history, cultural anthropology,

*In Mexico City, November 6, 1947.

linguistics, and art history and criticism. The long-range purpose is to determine the specific character of the great civilizations of the world, with a view to making evident the fruitful relationships which exist among all cultures. The short-range purpose is to expose the nature and method of what may be termed "cultural imperialism." It is the judgment of the group that cultural conflicts of this broad and massive type are major causes of war.

In brief, while the present year will be given over to study and consultation along these lines, it may be predicted that thereafter a comprehensive attack upon the ways in which cultures may be mutually adjusted will form a project of significant proportions.

Creative Arts

In the Subcommittee on the Creative Arts emphasis was placed on the following resolutions:

- (1) "that the freedom of the creative artist to accomplish his proper purpose as an artist in any nation is a matter of concern to the peoples of all nations, and
- (2) "that UNESCO, acting for and on behalf of the peoples of all nations, will take such measures as are open to it under its Constitution to protect and defend the freedom of the artist wherever it is put in danger."

The resolutions above point up the essential problem in the world of the artist. Here, above all, restrictions and lack of communication are hostile to artistic performance or production. The artist in a sense must work alone, but in many art forms he must also work with others, and at all times he must be free.

Attached to this central concept of freedom for the artist, there is the proposal that we use art forms in the schools and cultural centers of the world as a means of introducing to children and youth this universal language, particularly in war-devastated areas. The young will need the refreshment that comes from contact with art forms and from a steady participation at their own level of insight and development. The artist too needs not only freedom as indicated above, but practical assistance in obtaining the tools and materials necessary for creation of his art.

What is contemplated for UNESCO in the fields of the creative arts is a systematic approach to such problems, using all the resources available to it and calling upon artists, teachers and producers to assist in the development of the program.

II. Character and Responsibilities of UNESCO

The character and responsibilities of UNESCO are determined by the purpose formulated for it in its Constitution: to contribute to peace and well-being by promoting collaboration among the nations through education, science and culture. UNESCO should not be thought of as the promotion of education, science and culture as ends in themselves, but rather as an international undertaking

to advance *through* education and science and culture, the peace of the world.

Several consequences concerning the character of UNESCO follow from that purpose.

In the first place, the purpose of UNESCO determines an order of priority in the activities to be undertaken. The relations of men to each other may be treated in three kinds of international collaboration:

- (1) Collaboration for the *preservation* of men's knowledge of themselves, their world and each other.
- (2) Collaboration for the *increase* of that knowledge through learning, science, and the arts.
- (3) Collaboration for the *dissemination* of that knowledge through education and communication.

In view of the urgency of developing a sense of international solidarity as a firm basis for the United Nations, the major part of the resources and the personnel of UNESCO should at this time be expended in activities directed toward this work of *dissemination*.

These distinctions in functions determine the three ways in which UNESCO may operate:

- (1) As a *stimulating agency*, to encourage existing international organizations and to assist in developing international organizations in fields in which they do not exist.
- (2) As a *service agency*, to provide an international center to facilitate the exchange of information and personnel.
- (3) As an *operating agency* to undertake projects which are directly and immediately pertinent to the peace and welfare of the world and for which no existing agency is adequate.

These distinctions in manner of operation, as indicated previously, make an integrated program essential in the task of UNESCO. This integration of the program, must be translated into terms significant both in the personnel employed in the staff of UNESCO and in the persons affected by the operation of UNESCO. The staff should not be thought of in terms of an academic structure, or of academic requirements comparable to a University, but should include the employment of effective workers in each field. The staff, moreover, should be organized as a skeleton force to which additions may be made on short term arrangements as determined by the problems under consideration.

Finally, the audience of UNESCO must never be restricted to the learned or to students; it should always be the people of the world.

III. Carrying Out the Program

The General Conference, in accepting the report of the Program Commission, discharged its constitutional function of determining the policies and the main lines of work of the organization. The program adopted (only a part of which has been presented in this

paper) constitutes a general mandate to the Director-General and to the Executive Board. It will be their responsibility to propose and put into effect detailed plans for its execution.

The projects are to be viewed as operations of UNESCO as a whole. Various divisions of the Secretariat will have assigned responsibilities, but none has control over any part of the program. There are some projects in which all sections of UNESCO will necessarily have an interest. For example, UNESCO is to stimulate the interchange of persons across national boundaries. UNESCO'S interest in such interchange is not restricted to one class of persons, such as teachers or scientists or librarians or philosophers; it extends to all.

There are other projects in which the possibilities for integrated attack would escape attention, if the Secretariat were to be organized in narrowly specialized segments. For example, certain scientific projects are of peculiar significance to UNESCO because of its concern with their social and educational values. Accordingly, the Director-General and the Executive Board must ever be on guard to ensure that the unity of the organization in planning and in action shall be paramount.

While we have emphasized the responsibility that now rests with the Director-General and his staff, they have a limited power to carry out this program. The staff will be few in number and chiefly resident at one place. They can initiate, plan, and advise, but they cannot carry on alone. There is scarcely a proposal here which does not require the support and participation of people in many countries. Member States also have a responsibility which goes beyond that of giving financial support to the organization. They should by every means in their power assist in the execution of the program. They have agreed to this in formal resolution.

The success of UNESCO will depend in large part on the vitality of the National Commissions and other national cooperating bodies within the Member States.* The National Commissions should stimulate non-governmental organizations to take part in the studies and projects here recommended. For example, colleges and universities should be urged to support research projects undertaken by members of the faculty as part of a world-wide UNESCO study. All organizations can help by disseminating materials which advance the purposes of UNESCO.

Finally, the Program Commission recognizes that UNESCO must work in the closest cooperation with the United Nations and its specialized agencies, and with non-governmental international organizations.

*The National Commission in the United States is located in Washington, D. C. For information as to current projects, write to The United States National Commission for UNESCO, U. S. Department of State, Washington, D. C.

By cooperation with such agencies and organizations, UNESCO will multiply remarkably the resources available to it. Viewed in this manner, the modest budget of UNESCO — modest in terms of the extraordinary purposes to be achieved — may be able to render services beyond measure.

Discussion Outline

The first page of this pamphlet raises three questions which give point to a study of the pamphlet. A discussion group seeking an answer to how we can build a better, saner, more stable world might well begin with thoughtful consideration of those three questions.

After reading the remainder of the pamphlet they might meet again to discuss such questions as these:

1. What do you regard as the principal strengths and weaknesses of the UNESCO program?
2. How far does the real or imagined existence of an "iron curtain" limit the possibilities of carrying on this program among nations inside the "curtain"?
3. Which is more important at the moment: building up military strength for national security, economic reconstruction in Europe or Asia, or educational, scientific and cultural co-operation among those nations ready and willing to work together? Does some other program or objective have even greater priority?
4. Can you establish a first-second-third priority among the goals suggested in 3, just above, or must some or all of these be sought simultaneously?
5. What can a local group do to further the UNESCO program in the home, the church, the school and the community?
6. What local resources, groups or organizations do you have available to assist in the action program you outlined under item 5, above?

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